



# ROLE OF GENDER ON THE PERCEPTION OF COLLEGE STUDENTS TOWARD SEMESTER SYSTEM

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## ABSTRACT

The present study intends to find out the viewpoint of college students on the different components of semester system in undergraduate colleges of Mizoram with reference to gender. For this, the investigators' perception scale for students was used to gather information. 823 college students were chosen as samples. It was revealed that male students had a more favourable perception than female students in the choice based credit system of semester system.

**KEYWORDS:** Perception, Semester System, College Students, Gender, Locale.

## INTRODUCTION

Education is dynamic, always evolving to reflect the progress and development of the country. A country's level of education has a big impact on its progress. Since education is a vital instrument for the growth and evolution of society, it is susceptible to modifications in response to societal demands. Every developing country has problems, and education is one of the most crucial means of resolving these problems. As noted by Mahajan (2017), the continuous updating of the educational system to meet the needs of contemporary society is a testament to its importance in driving progress. Mirunalini and Anandan (2012) further emphasized the role of education in shaping a positive attitude and developing skills and abilities.

For qualitative and quantitative appraisal in education, a number of committees, policies and commissions have proposed changes, reforms and modification in the system of education. In India, the University Grants Commission announced in the eleventh five-year plan 2007-2012 that universities would implement the semester system at the undergraduate level by 2012. In response to the mandate from the University Grants Commission, the Mizoram University implemented the semester system for all its affiliated colleges beginning from 2011-2012 academic year.

The term "semester system" refers to the division of a calendar year into two sessions, each lasting six months. In other words, a semester is a six-month period during which teaching activities are carried out. The semester system was designed to provide students with opportunities for continuous assessment, evaluation and feedback. According to Pathak and Rahman (2013), the primary objective of the semester system is "to focus on a continuous assessment system and regular monitoring of students' progress, setting up a comprehensive and in-depth learning environment to build the capacity of learners by developing the required knowledge, skills and attitudes to become an efficient and effective diversified citizen".

## REVIEW OF RELATED LITERATURE

Ghosh and Mallik (2015) did a comparative case study on accomplishment variation in the yearly and semester systems of examinations. The study indicated that the students scored higher under the semester system than under the annual system. The performance of both the boys and girls was also higher than the annual system. Overall, the semester system proved to be more effective than the annual system.

Meher (2018) polled undergraduate and postgraduate students at Gangadhar Meher University (GMU) in Sambalpur about the semester system in terms of gender and stream. The major findings demonstrated that all students expressed satisfaction with the semester examination system. The semester system was also thought to be more effective than the traditional system.

Munnawar and Awan (2019) explored the concerns about the semester system at Pakistan's public universities. It was discovered that female students had a more positive view of the semester system than male students. The semester system is viewed differently by students at various universities. The majority of students believe that the semester system encourages students to study, creates a superior learning environment, improves student productivity, and encourages creative self-expression.

## Need of the study

In accordance with University Grants Commission (UGC) regulations, almost all colleges and universities in the nation have adopted the semester system for undergraduate students. Similarly, all the Mizoram university affiliated colleges have also implemented this system. Since 2011-2012, when Mizoram University implemented the semester system for all of its affiliated colleges, no prior research has been conducted on the perceptions of college students in Mizoram regarding the semester system. According to Pathak and Rahman (2013), the effectiveness of any system's execution is largely determined

by the level of beneficiary satisfaction. In order to obtain a full understanding of the semester system, it is necessary to investigate the perceptions of college students regarding the semester system in Mizoram's undergraduate colleges.

### Objectives of the Study

1. To compare students' overall perception of semester system in undergraduate colleges of Mizoram with respect to gender.
2. To compare students' perception on the different components of semester system with reference to gender.

### Hypothesis of the study

1. There is no significant difference between male students and female students' overall perception of semester system.
2. There is no significant difference between male students and female students' perception in the general observation component of semester system.
3. There is no significant difference between male students and female students' perception in the course of study component of semester system.
4. There is no significant difference between male students and female students' perception in the evaluation component of semester system.
5. There is no significant difference between male students and female students' perception in the method of teaching component of semester system.
6. There is no significant difference between male students and female students' perception in the choice based credit system component of semester system.

### METHODOLOGY

For the present study, descriptive survey method was used. Population and sample

All college students of Mizoram consists of the population, out of this, 823 college students were selected as sample for the study.

### Tools used

Perception scale developed and standardized by the investigators were used to collect data.

### Analysis and Interpretation of Data

Analysis and interpretation of data were done in accordance with the objectives:

#### Objective No.1: To compare students' overall perception of semester system in undergraduate colleges of Mizoram with respect to gender.

The differences in students' perception of semester system in undergraduate colleges of Mizoram were compared with reference to gender. For this, the mean and standard deviation of the scores were calculated. The mean differences were then tested by applying 't' test and the details are presented in the following tables:

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Male	451	107.63	11.383	0.127	0.721	0.176	NS
Female	372	107.76	9.297				

NS=Not significant

**Table 1: Comparison of male and female students' overall perception of Semester System**

Analysis of the result vide table 1 reveals that the 't' value for the significance of difference in the overall perception of semester system between the male and female students is not significant. Therefore, the null hypothesis (No.1) is accepted.

#### Objective No.2: To compare students' perception on the different components of semester system with reference to gender.

Students' perception scale on semester system was divided into five components namely (A) General observation, (B) Perception on course of study (C) Perception on evaluation, (D) Perception on method of teaching and (E) Perception on choice based credit system (CBCS). The differences in students' perception of semester system in these five components were compared with reference to gender.

For this, the mean and standard deviation of the scores were calculated. The mean differences were then tested by applying 't' test and the details are presented in the following tables.

#### 1. Students' perception on general observation component of semester system

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Male	451	24.21	3.023	0.089	0.194	0.459	NS
Female	372	24.12	2.555				

NS=Not significant

**Table 2: Comparison of male and female students' perception on general observation component of semester system**

Analysis of the result vide table 2 reveals that the 't' value for the significance of difference between male students and female students' perception on general observation component of semester system is not significant. Therefore, the null hypothesis (No.2) is accepted.

#### 2. Students' perception on course of study component of semester system.

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Male	451	11.67	1.760	0.007	0.114	0.064	NS
Female	372	11.67	1.517				

NS= Not significant

**Table 3: Comparison of male and female students' perception in the course of study component of semester system**

Analysis of the result vide table 3 reveals that the 't' value for the significance of difference between male students and female students' perception in the course of study component of semester system is not significant. Therefore, the null hypothesis (No.3) is accepted.

### 3. Students' perception on evaluation component of semester system:

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Male	451	24.16	2.769	0.127	0.177	0.716	NS
Female	372	24.28	2.320				

NS=Not significant

**Table 4: Comparison of male and female students' perception in the evaluation component of semester system**

Study of the result vide table 4 reveals that the 't' value for the significance of difference between male students and female students' perception in the evaluation component of semester system is not significant. Therefore, the null hypothesis (No.4) is accepted.

### 4. Students' perception on method of teaching component of semester system:

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Male	451	31.86	4.107	0.355	0.260	1.366	NS
Female	372	32.22	3.342				

NS=Not significant

**Table 5: Comparison of male and female students' perception in the method of teaching component of semester system**

Study of the result vide table 5 reveals that the 't' value for the significance of difference between male students and female students' perception in the method of teaching component of semester system is not significant. Therefore, the null hypothesis (No.5) is accepted.

### 5. Students' perception on choice based credit system component of semester system:

Groups	Number	Mean	SD	MD	SE <sub>MD</sub>	t- Value	Sig. level
Male	451	15.74	2.111	0.273	0.139	1.963	*
Female	372	15.47	1.881				

NS=Not significant

**Table 6: Comparison of male and female students' perception in choice based credit system component of semester system**

Study of the result vide table 6 reveals that the 't' value for the significance of difference between male students and female students' perception in the choice based credit system component of semester system is significant 0.05 level of confidence. Therefore, the null hypothesis (No. 6) is rejected.

The result indicates that male students have a more favourable perception in the choice based credit system component of semester system than the female students.

### FINDINGS

1. There is no significant difference between male students and female students' overall perception on semester system.
2. There is no significant difference between male students and female students' perception in the general observation component of semester system.
3. There is no significant difference between male students and female students' perception in the course of study component of semester system.
4. There is no significant difference between male students and female students' perception in the evaluation component of semester system.
5. There is no significant difference between male students and female students' perception in the method of teaching component of semester system.
6. Male students had a more favourable perception than female students in the choice based credit system of semester system.

### CONCLUSION

According to the findings of the present study, there is no significant difference between male students and female students' in the overall perception and in the general observation component of semester system, as well as in the course of study, evaluation and method of teaching components of semester system. Regarding in the choice based credit system of semester system male students had a more favourable perception than female students.

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